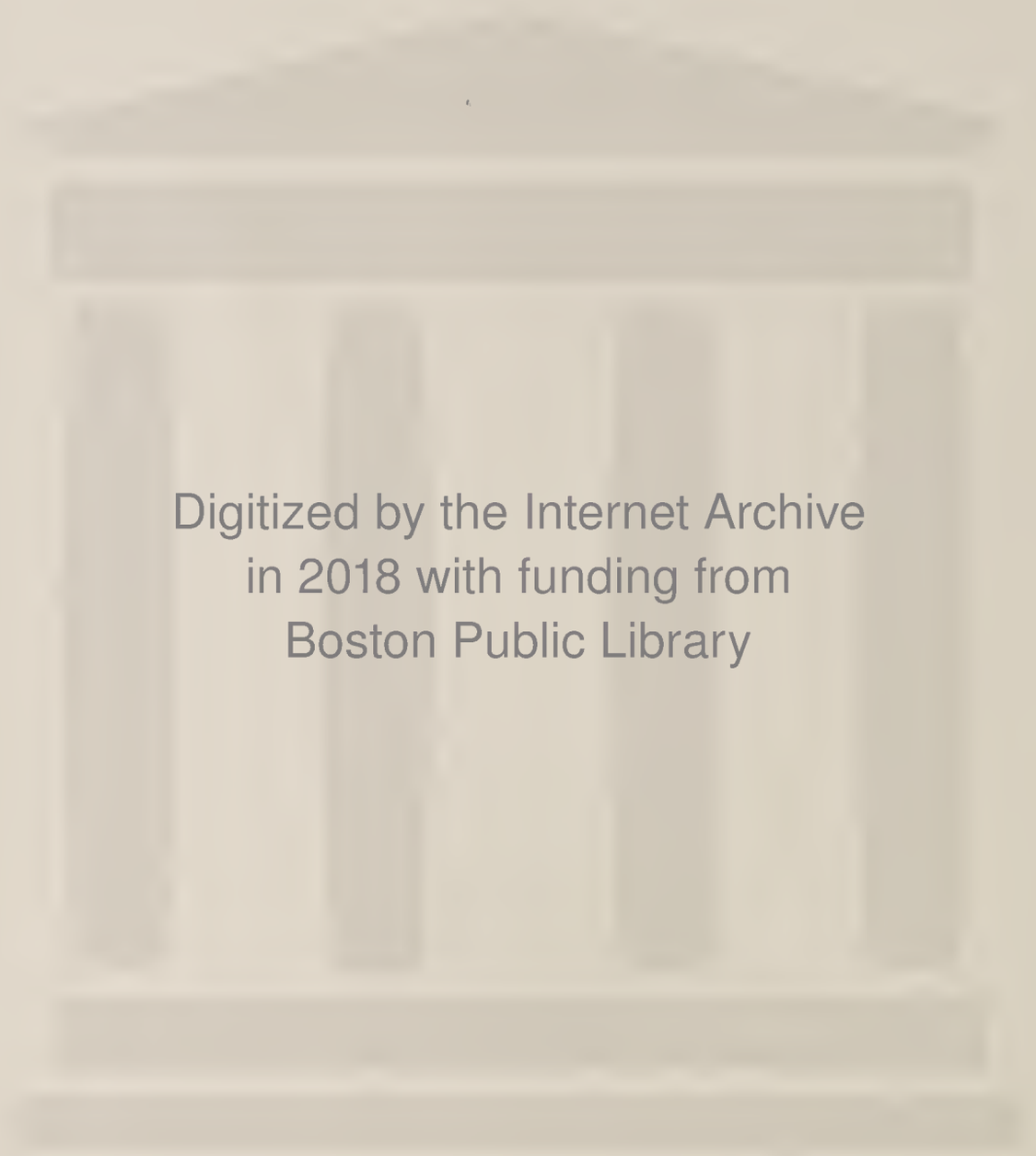
GOVERNOR DUMMER ACADEMY

CATALOGUE
1967-1968

Founded 1763



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THE ACADEMY

Governor Dummer is the oldest boys' boarding school in the United States. It was founded in 1763 under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony who left his farm and colonial mansion in the town of Newbury to three trustees with directions to build a grammar school house. Both mansion and school house still stand on the Academy's 500 acres, the former as the headmaster's home and the latter as a reminder of the past when many leaders of the new nation were trained here.

Since its incorporation not for profit in 1782, the Academy has been owned by a self-perpetuating Board of Trustees. It owes its present position among the nation's boarding schools to the continuing devotion of its trustees and faculty and particularly to Dr. Charles S. Ingham, Headmaster from 1907 to 1930, and to Dr. Edward W. Eames, Headmaster from 1930 to 1959.

For its 1967-68 enrollment of 275 boarding students and 19 day students, the Academy conceives its function to be the providing of a dedicated and able faculty, modern equipment, a congenial atmosphere, and a standard of excellence which will inspire boys to value thorough learning and to develop a lively sense of responsibility to themselves and to the community.

BOARD OF TRUSTEES

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Archer B. des Cognets '49

Josiah H. Welch '47

FACULTY — 1967-1968

VALLEAU WILKIE, JR. — *Headmaster*
Yale 1945, A.B.; Harvard 1954, M.A.
Appointed July 1, 1959.

ROBERT EDWARD ANDERSON — *Biology*
Kenyon 1957, A.B.
Appointed September, 1957.

ALFRED GRAHAM BALDWIN — *Religion*
Williams 1925, A.B.; 1948, D.D.
Yale Divinity School 1928, B.D.
Appointed September, 1966.

PETER NINO BARATELLI — *French*
University of Colorado 1956, B.A.; 1959, M.A.
University of Dijon; University of Texas.
Appointed September, 1967.

STEPHEN WILKINS BLAIR '62 — *Music*
Lawrence, 1966, B. Mus.
Appointed September, 1966.

THOMAS DUNLOP BOND — *Spanish*
Princeton 1963, A.B.; University of Mexico
Appointed September, 1966.

DOUGLASS LIVINGSTON COUPE '62 — *Physical Education*
Springfield College 1966, B.S.
Appointed September, 1966.

EDWARD WEBSTER DANN '48 — *Mathematics*
Lehigh 1952, B.S. — *Director of Development*
Appointed September, 1955.

WILLIAM EDMUND DUBOCQ, III — *Chaplain*
Dartmouth 1964, B.A.;
Andover Newton Theological School.
Appointed September, 1967.

EDWARD ASHLEY EAMES, II '48 — *History*
Amherst 1953, A.B.; Harvard 1958, Ed.M.;
Boston University 1962, M.A.
Appointed September, 1956.

GEORGE HEBERTON EVANS, III — *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949.

JOHN ALFRED FENN — *Chemistry*
Rutgers 1938, B.S.; Boston University 1953, Ed.M.
Appointed September, 1956.

WALTER ALBERT FREY, III — *English, Latin*
Trinity 1962, B.A.; Johns Hopkins University;
Middlebury College
Appointed September, 1967.

DAVID RONALD GOSSE — *Mathematics*
Bowdoin 1958, A.B.
Wesleyan University 1966, M.A.L.S.
Appointed September, 1966.

CHARLES ALBERT HAMBLET — *Mathematics*
Baldwin-Wallace 1962, B.S.
Rutgers 1966, M.Ed.; Brown University
Appointed September, 1967.

JOHN WILSON HOSMER '33 — *Business Manager*
Norwich 1937, B.S.
Appointed July, 1966.

NORMAN PITCAIRN JAMES — *German*
Princeton 1963, A.B.; Middlebury
Appointed September, 1964.

GERALD DAVID KENJORSKI — *English*
Wharton School, University of Pennsylvania 1952, B.S.;
La Salle 1956, M.A.; Middlebury 1966, M.A.
Appointed September, 1966.

RICHARD N. LEAVITT — *Mathematics, Physics*
Amherst 1964, A.B.
Appointed September, 1964.

ROBERT HOWE LINBERG '57 — *French*
Williams 1961, A.B.; Middlebury
Appointed September, 1961.

CHRISTOPHER BRUCE MARTIN — *English*
Harvard 1962, A.B.; University of North Carolina
Appointed September, 1962.

NANCY STONE MARTIN — *History*
Smith College 1963, A.B.
Appointed September, 1967.

THOMAS E. MCDUFFIE, JR. — *Mathematics*
Merrimack College 1965, B.S.
Appointed September, 1965.

PETER W. MERCER — *Chaplain*
Dickinson 1962, B.A.; Andover Newton Theological School
Appointed September, 1964.
(On leave of absence)

THOMAS MCCLARY MERCER — *English*
Centre 1924, A.B.; Harvard 1930, M.A.
Appointed June, 1930.

DOUGLAS LEE MILLER '46 — *Physics*
Amherst 1950, A.B.
Appointed September, 1954.

A. MACDONALD MURPHY — *English, Director of Athletics*
Harvard 1929, A.B.
Appointed February, 1931.

HOWARD JULIUS NAVINS '31 — *Dean of Students, Latin*
Williams 1935, A.B.; Columbia 1937, M.A.
Appointed September, 1936.

JOHN BOYD OGDEN, JR. — *English, History of Art*
Harvard 1955, A.B.; Boston University 1963, M.A.
Appointed September, 1963.

MICHAEL JAMES REID — *French*
Tufts University 1967, B.A.
Appointed September, 1967.

PERCY COUCH ROGERS — *Spanish*
Wesleyan 1918, B.A.; University of Toulouse;
University of Stockholm; University of Granada.
Appointed September, 1966.

ARTHUR WOODBURY SAGER — *Speech, Alumni Director*
Bates 1926, A.B.
Appointed September, 1930.

DOUGLAS IJAMS SMINK, JR. — *English*
Washington and Lee 1959, B.A.; Duke 1961, M.A.T.
Appointed September, 1964.

WILLIAM HARTLEY SPERRY — *History*
Gettysburg 1950, A.B.; Duke 1953, M.A.
Appointed September, 1954.

BENJAMIN JOHNSON STONE — *Mathematics, Director of Studies*
Hamilton 1932, A.B.
Appointed September, 1932.

MANUEL CHRISTIE THOMAS — *Science*
University of New Hampshire 1960, B.S.
Salem State College; Texas A. & M.
Appointed September, 1967.

ESTHER DIKEMAN THURLOW — *Librarian*
Bryn Mawr 1928, A.B.
Appointed September, 1957.

DAVID MICHAEL WILLIAMS — *History*
Franklin and Marshall 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951.
(*On leave of absence*)

JOHN JAMES WITHERSPOON — *Director of Admissions, History*
Harvard 1937, A.B.; 1940, LL.B.
Appointed September, 1947.

SPECIAL FACULTY

DAVID M. GRANT — *Machine Shop*

MRS. EDITH TRUE MARSHALL — *Piano*

MRS. KITTIE MERCER — *Studio Art*

MRS. FLORENCE C. PEARSON — *Violin*

STAFF

Mrs. Marguerite M. Ames
Secretary to the Director of Studies

Kathryn Brown — *Assistant Secretary*

Mrs. Eleanor M. Caldwell
Assistant to the Librarian

John F. Duff, M.D. — *Consultant*

Mrs. Edna H. Finnegan — *Assistant Bookkeeper*

Mrs. Gladys J. Fish
Secretary to the Director of Development

Mrs. Elizabeth Frank — *Store Manager*

Paul E. Griffin — *Chief Engineer*

Mrs. Mary E. Hoover — *Assistant Secretary*

Mrs. Olivia C. Leach — *Assistant Secretary*

Louise Lovell, Simmons, B.S.
Secretary to the Headmaster

Sylvia B. Lunt, Stoneleigh, A.S.
Assistant to the Business Manager

Mrs. Barbara P. Mutchler — *Assistant Secretary*

Warwick Potter, M.D. — *School Physician*

Mrs. Marjorie Rouisse — *Bookkeeper*

Mrs. Ethel S. Whitney
Secretary to the Director of Admissions

RELIGION

While Governor Dummer is non-sectarian and welcomes boys of all faiths, we firmly believe that religion should be an integral part of a boy's academic and moral training. Each Sunday the school chaplain conducts a non-denominational service, and visiting Roman Catholic clergy celebrate Mass. An Episcopal Communion service is held once a month. A variety of religious interpretation is presented by periodic guest speakers. Boys may also attend evening vespers during the week. The chaplain is regularly available to the boys for guidance and counsel. The Religious Discussion Groups, composed of interested juniors and seniors, meet each week to discuss topics of religious and social concern. Under the direction of the Student Chapel Committee and the chaplain, there is a program of social service which provides frequent opportunities for boys to give their time and talents in aiding others in the surrounding communities. Courses offered are described in a separate section below.

COURSE OF STUDY

The course of study covers the four high school years, grades 9 through 12, and prepares boys for either liberal arts or engineering colleges. Class sections average 13 or 14 boys. Each boy's program is flexible and designed to fit his needs and wants. Sections are provided in many courses to challenge boys to advance according to their ability and previous training.

The academic facilities include a library of over 14,000 volumes, separate laboratories for Chemistry and Physics, a combination laboratory-classroom for Biology and General Science, a science lecture room, two seminar rooms, sixteen classrooms, an audio-visual room, a language laboratory, and a study hall.

RELIGION

HISTORY OF WESTERN RELIGION — 2 hours — 10th grade. A study of the Judaic-Christian tradition, its origins and its development in western civilization. This course is designed to provide an understanding of the major western religions which will in turn provide a basis for understanding other religions. Texts: *The Bible;* Denton, *The Holy Scriptures — A Survey.* Readings from *The Interpreter's Bible;* Price, *Understanding the New Testament;* Bright, *History of Israel;* and others.

RELIGION AND CONTEMPORARY SOCIETY — 2 hours — elective for juniors and seniors. A study of contemporary social problems with a critical view of the role and obligations of twentieth century religion in the solution of these problems. No text. Readings from Harrington, *Other America;* Conant, *Slums and Suburbs;* Wylie, *Generation of Vipers;* Wakefield, *The Addict;* Mitford, *American Way of Death;* Riccio, *All the Way Down;* and others.

INDEPENDENT STUDY IN RELIGION — Number of hours arranged with the chaplain. Elective for a limited number of seniors. An opportunity for independent, individual research in an area chosen by the student. Bibliography compiled jointly by the student and the chaplain to fit the student's particular needs and desires.

ENGLISH

ENGLISH 1 — 5 hours — 9th grade. A course in composition, grammar, rhetoric, vocabulary building, and literature. A weekly writing assignment of 300-400 words is required, as are periodic reports on works read outside of class. Texts for class study are: McGraw-Hill *Handbook of English;* Everett, Dumas, and Wall, *Correct Writing (Form C);* Works, *A Vocabulary Builder: Book Two;* Bennett (ed.) *Great Tales of Action and Adventure;* Crane, *The Red Badge of Courage;* Dickens, *Great Expectations* (required outside class reading); Knowles, *A Separate Peace;* Heggen and Logan, *Mister Roberts;* Shakespeare, *Henry IV, Part I;* Bennett and Molloy (eds.), *Cavalcade of Poems.*

LANGUAGE STUDY — 5 hours — 9th grade. A course supplementing English 1 for those boys who, in the opinion of the department, need additional work in English. Spelling, grammar, and rhetoric are emphasized using materials prepared by the department.

ENGLISH 2 — 5 hours — 10th grade. Essentially a continuation of English 1, this course places less emphasis on grammar and more on composition and literature. A weekly writing assignment of 400-

500 words is required, as are periodic reports on works read outside of class. Texts for class study are: McGraw-Hill *Handbook of English;* Works, *A Vocabulary Builder*: *Book One;* Jaffe and Scott, *Studies in the Short Story;* Hardy, *The Mayor of Casterbridge;* Peterson (ed.), *Great Essays;* Chute, *Shakespeare of London;* Shakespeare, *Henry V;* Niebling (ed.), *A Journey of Poems.*

READING IMPROVEMENT — 2 hours — 10th grade. A course advised for boys who need bolstering in reading efficiency. Developmental Reading with tachistoscopic training and reading films (Iowa, Purdue, or Harvard) starts the year. This is followed by vocabulary building in Orgel, *College Entrance Reviews.* In the spring term, emphasis is placed on the improvement of reading comprehension in the recollective and reflective areas. Texts: mimeographed material prepared by the department and the Orgel book above.

ENGLISH 3 — 5 hours — 11th grade. Largely devoted to a study of American literature, this course has for its theme the individual's search for values. A weekly writing assignment of 500-600 words is required as are periodic reports on works read outside of class. Texts for class study are: Lesser and Morris (eds.), *Modern Short Stories*: *The Fiction of Experience;* Melville, *Billy Budd;* Fitzgerald, *The Great Gatsby;* Marquand, *The Late George Apley;* Howells, *The Rise of Silas Lapham* (required outside class reading); O'Neill, *The Hairy Ape;* Miller, *Death of a Salesman;* Linscott (ed.), *Selected Poems and Letters of Emily Dickenson;* Untermeyer (ed.), *Robert Frost's Poems;* Franklin, *Autobiography* (required outside class reading); Sandburg, *Abraham Lincoln*: *The Prairie Years;* Thoreau, *Walden.*

ENGLISH 4 — 4 hours — 12th grade. The theme of this course is the parallel between the latter days of the Roman Republic and the present western civilization. A weekly writing assignment is required as are periodic reports on works read outside of class; techniques of essay writing are intensively examined in Hyde and Brown, *Composition of the Essay.* Texts for class study are: Plutarch, *Lives of Eminent Romans;* Wilder, *The Ides of March; The Portable Roman Reader,* which includes excerpts from Cicero, Caesar, Lucretius, Catullus, Propertius, Tibullus, Horace, and plays by Plautus and Terence; Highet, *Poets in a Landscape;* Shakespeare, *Antony and Cleopatra;* Shaw, *Caesar and Cleopatra.* In addition, some time is devoted to poetry using Aloian, *Poems and Poets.*

ENGLISH 4A — 4 hours — 12th grade honors course. A course in humanities. One half or more of the year is devoted to the study of tragedy. The remainder of the year deals essentially

with the individual and various theories of society. A weekly critical essay is required. Reading includes: Homer, *The Odyssey;* Aristotle, *Poetics, Ethics;* Aeschylus, *The Orestia;* Sophocles, *The Oedipus Cycle;* Euripides, *Hippolytus, The Trojan Women;* Shakespeare, *Hamlet, Macbeth, Othello,* and two comedies; Hardy, *The Return of the Native;* O'Neill, *Mourning Becomes Electra;* selections from Herodotus and Thucydides; Plato, *The Apology, Crito, Phaedo,* and selections from *The Republic;* Machiavelli, *The Prince;* Marx, *The Communist Manifesto;* Bellamy, *Looking Backward;* Huxley, *Brave New World;* Lippmann, *The Public Philosophy.* Poetry appropriate to the themes under discussion from Milton, Wordsworth, Keats, Shelley, Byron, Arnold, Tennyson and others is included.

ENGLISH ELECTIVE: ASPECTS OF THE NOVEL — 2 hours — 11th and 12th grades. An examination of British, American, European contemporary novels in terms of E. M. Forster's Aspects of the Novel. Reading includes Greene, *Loser Takes All;* Duerrenmatt, *The Judge and His Hangman;* Forster, *A Passage to India;* Woolf, *To the Lighthouse;* Fitzgerald, *Tender Is the Night;* Pasternak, *Dr. Zhivago;* Malraux, *The Royal Way.* No term examinations; one 5-7 page paper each marking period.

MATHEMATICS

ALGEBRA 1 — 5 hours — An introductory course in algebra, continuing through the solution of quadratics in one unknown. Concepts and structure are emphasized, but not at the expense of algebra skills. Sections are provided both for beginners and for those who have had some previous experience with algebra. Text: Dolciani, *Modern School Mathematics — Algebra 1.*

MATHEMATICS 2 — 5 hours — An integrated course combining an introduction to plane geometry with the continuation of algebra. The work in geometry deals with rectilinear figures, circles, and locus, emphasizing logical reasoning. In algebra a rapid review of the first-year course leads to more advanced work in factoring, quadratic equations, functions, graphs, variation, exponents, and logarithms. The elements of coordinate geometry are introduced. Text: Dolciani, *Modern Algebra and Trigonometry;* Anderson, *School Mathematics Geometry.*

MATHEMATICS 3 — 5 hours — A continuation of Mathematics 2, using the same texts. The geometry work is carried through similar figures, areas and regular polygons. The study of algebra is extended to include graphs of the conics, quadratics in two unknowns,

cubic equations, progressions, and the binomial series. The trigonometric functions are introduced in conjunction with the trigonometry of the right triangle. Accelerated sections will also study solid geometry and will complete the elements of plane trigonometry.

PLANE GEOMETRY — 5 hours — For students who enter at the 11th grade level and who have successfully completed two years of algebra. The scope of the course is similar to the geometry covered in Mathematics 2 and Mathematics 3. Offered when there is sufficient demand. Text: Anderson, *School Mathematics Geometry.*

ALGEBRA 2 — 5 hours — For students who enter at the 11th grade level and who have successfully completed one year of algebra and one year of plane geometry. The scope is similiar to the algebra covered in Mathematics 2 and Mathematics 3. Text: Dolciani, *Modern Algebra and Trigonometry.*

MATHEMATICS 4B — 5 hours — A course which emphasizes functions (polynomial, transcendental, exponential, and inverse). The material makes a transition from the usual manipulation to more theoretical ideas. Text: Vance, *Modern College Algebra.*

MATHEMATICS 4A — 5 hours — A thorough preparation for college courses in calculus, abstract algebra, and probability. Includes field properties, sequences and series, functions (polynomial, transcendental, trigonometric), vectors, and analytic geometry of two and three dimensions, probability. Text: Dolciani et al, *Modern Introductory Analysis.*

MATHEMATICS 5 — 5 hours — A college-level course aimed at Advanced Placement. Differential and integral calculus of algebraic and transcendental functions. Analytic geometry. Text: Thomas, *Elements of Calculus.*

At the discretion of the instructor, special papers or projects may be required in the advanced courses.

The Academy's attitude toward "Modern Math" is the subject of frequent questions by visitors. Since most new students have had varying degrees of modern math training, emphasis in our Mathematics program has recently been changing from year to year to adapt itself to new developments. We believe that many of the concepts of modern math are of the greatest value in helping a student to approach a mathematical problem and to reason about it. On the other hand, we find that he is quite likely to arrive at the wrong answer if the traditional skills have been neglected. Hence it is the aim of our Mathematics program to combine the concepts of modern math with the traditional skills.

FOREIGN LANGUAGES

LATIN

Latin is no longer a requirement for admission to any college, but colleges are glad to accept Latin credits for admission so long as the student presents a minimum of two credits as in any foreign language. We believe that Latin should be included in a secondary school curriculum, but because the inclusion of Latin in individual student schedules is often difficult after the freshman year, second year Latin is split into two half credit courses to be taken over a two year period. This system is being started in 1967-68. Therefore *LATIN 2-2* (see below) will not be offered until 1968-69. Note that a student must complete *LATIN 2-2* if he wishes to use Latin credits for college admission.

LATIN 1 — 5 hours — An introductory course in grammar and translation from Latin to English and English to Latin. As much grammar as possible, usually up to the indirect question, is covered. Text: Jenney, *First Year Latin.*

LATIN 2-1 — 3 hours — See introductory paragraph above and *LATIN 2-2 below.*

LATIN 2-2 — 2 hours — Together LATIN 2-1 and 2-2 cover completion of grammar with continued practice in translation from English to Latin. The main work of the courses is translation from Latin to English. Text: Jenney, *Second Year Latin* which includes the reading, *The Argonauts;* Caesar, the seven books of *The Gallic Wars,* and if time allows, *The Civil War.*

LATIN 3 — 4 hours — A thorough review of grammar starts a year of continued translation. Texts: Jenney and Scudder, *Third Year Latin;* Kelsey and Meinecke, *Third Year Latin,* from which readings will usually include Cicero, *Catalinian Orations, The Oration for Archias, The Essay on Old Age, The Essay on Friendship,* and *Letters.* There is reading from Pliny and Ovid.

FRENCH

The French courses are planned in sequence to help the student effectively develop his ability to speak and understand spoken French, to read and to write it. Through careful presentation of material, grammar is also studied in an organized fashion. French is the language of the classroom except when the use of English would be more efficient or effective. The Language Library reinforces the

oral-aural work of the classroom. Here the student can work at his own pace to help himself overcome his particular problems.

FRENCH 1 — 5 hours — An audio-visual introduction to French. The first half of the year is designed to develop oral-aural proficiency within a carefully guided framework. The second half of the year continues this pattern while also introducing reading and writing at a basic level. Texts: Mauger, *Cours de Langue et de Civilisation Francaises, Vol. I;* Hills & Dondo, *Contes Dramatiques.*

FRENCH 2 — 5 hours — A continuation of the method of French 1, with emphasis placed equally on the four skills of speaking, listening, reading and writing. Texts: Mauger, *Cours de Langue et de Civilisation Francaises, Vols. I, II;* Campbell-Bauer, *Contes pour debutants, Arsene Lupin.*

FRENCH 3 — 5 hours — This course, while completing the study of grammar, places great emphasis on speaking, and reading. Compositions and outside readings are assigned. Texts: Mauger, *Cours de Langue et de Civilisation Francaises, Vol. II;* Campbell-Bauer, *La Robe et le Couteau;* Demarest-Shaw, *French Civilization Through Fiction.*

FRENCH 4 — 4 hours — During the fall term, this course concentrates on a review of French grammar. The remainder of the course consists of an introduction to French Literature. Compositions, outside reading, oral reports. Texts: Langellier, *Precis de grammaire;* Giese-Wilder, *French Lyric Poetry;* Moliere, *Le Bourgeois Gentilhomme;* Racine, *Andromaque* or *Phedre*; Corneille, *Le Cid;* Balzac, *Eugenie Grandet.*

FRENCH 5 — 3 hours — Offered only to students approved by the department, this course completes the syllabus of the Advanced Placement Program, culminating in the CEEB Advanced Placement Examination.

SPANISH

The Spanish courses are planned on the assumption that our students will continue their work in this field through their senior year and in college. We have as our aims the increasing ability (1) to understand Spanish, (2) to speak Spanish, (3) to read it thoroughly, (4) to write it accurately, and (5) to expand one's knowlege of the geography, history and culture of Spanish-speaking countries. Spanish is normally the language of the classroom and the method used is termed an eclectic one. Language laboratory practice is integrated with the classroom work.

SPANISH 1 — 5 hours — For grammar, *El espanol al dia,* Book I is completed. The complete conjugation of 25 verbs is mastered. Reading texts, one a term, are *Y va de Cuento, Lecturas Escogidas* and *La vida de un picaro.*

SPANISH 2 — 5 hours — For grammar, *El espanol al dia,* Book II is completed. Active and passive vocabulary knowledge is emphasized. Reading intensively and for comprehension requires one text a term — *The Pageant of Spain, La hermana San Sulpicio,* and *Pensative.*

SPANISH 3 — 5 hours — Anticipating Advanced Placement work in Spanish 4. For grammar, *Repaso* by Walsh. For reading texts, all listed on the A.P. required syllabus, *El sombrero de tres picos, Los de Abajo* and *Las inquietudes de Shanti Andia.* For outside reading *El Nino y la Niebla.*

SPANISH 4 — 4 hours — An Advanced Placement course, but open to non A.P. candidates. For grammar, Adams, *Brief Spanish Review Grammar.* Texts read intensively are *La Barraca, Dona Barbara, La dama del Alba.* Outside texts read for comprehension are *Dona Perfecta, Abel Sanchez, Romancero gitano* and Brenan's, *The Literature of the Spanish People.* For poetry, two terms once weekly, *Poesia hispanica of A. del Rio.*

SPANISH 5 when offered. Schedule of classes to be arranged by the Director of Studies. An advanced college level course in reading and analysis of selected works of Spanish literature considered to be of literary merit. Texts are selected from such works as *Poema de mio Cid, La vida es sueno, Misericordia, la Colmena, la Malquerida, el Socio Facundo, la Voragine.* Heath *Anthology of Spanish Poetry.* Oral and written book reviews required.

GERMAN

GERMAN 1 — 5 hours — The beginning course seeks to develop a firm basis in the basic elements of German grammar, the acquisition of a large basic vocabulary and the ability to translate with accuracy. Text: Chiles, Wiehr & Moeller, *First Book in German.*

GERMAN 2 — 5 hours — This course has three basic purposes. The first is the completion of the study of German grammar *per se.* The second is a development of conversational fluency. The third is a development of reading ability with material selected from magazines, newspapers, adapted German stories and unabridged short stories. Texts: Goedsche, *Sag's Auf Deutsch;* Schultz-Sundermeyer, *Deutsche Sprachlehre Fur Auslander;* Karl Gordon Verlag, *Oesterreichische Erzaehler;* Remarque, *Drei Kameraden.*

GERMAN 3 — 5 hours — In German 3 the student begins to handle German as a literary language. Although he will spend some time in grammar review and advancement, his prime goal will be the reading of numerous Novellen poems and at least one play. In this course the student will be expected to handle translation and comprehension of the German language with ease. He will begin a study of the history and culture of Germany and Austria. Papers in German will be assigned regularly. Texts: Foltin, *Aus Nah Und Fern;* Loram & Phelps, *Aus Unserer Zeit;* Durrenmatt, *Der Besuch Der Alten Dame;* Bruns, *Die Lese Der Deutschen Lyrik.*

GERMAN 4 — 4-5 hours — German 4 is a cultural survey course with readings ranging from the 13th to the 20th centuries. The student will read several Novellen, plays, a morality play, a court epic, a pastoral narrative poem. With additional assignments in historical and critical essays, the student should leave this course with a firm understanding of German achievements in the past 2000 years. Texts: Hauptmann, *Bahnwaerter Thiel;* Hofmannsthal, *Jedermann;* Mann, *Tonio Kroeger;* Goethe, *Hermann Und Dorothea;* Schiller, *Maria Stuart;* Eschenbach, *Parzival;* Wagner, *Der Ring Des Nibelungen.*

GERMAN 5 — hours to be arranged by the instructor. This course is for those students who wish to continue their study of German beyond the fourth year. Contents of the course will vary according to the interests and needs of the students.

HISTORY

Either African History at the 10th or 11th grade level or Modern European History at the same levels is required of all students before taking U. S. History. Term papers involving additional reading and research are required in all courses.

ANCIENT HISTORY — 4 hours — 9th grade. The heritage of contemporary society is traced to the Egyptians, Sumerians, Greeks and Romans. Emphasis is placed on archaeology, culture and government. Readings from Homer, Herodotus, Thucydides and Plutarch as well as Hamilton, Kitto, Breasted and Durant.

AFRICAN HISTORY — 4 hours — 10th or 11th grade. A brief survey of colonial and pre-colonial history provide a background for a study of recent development in the emerging nations of Africa south of the Sahara. Emphasis is placed on understanding Africa's traditional culture and its modern political institutions. Readings from Bohannon, *Africa and Africans;* Carter, ed., *Politics in Africa;* Davidson, *The Lost Cities of Africa;* Drachler, ed., *African Heritage;* Wallerstein, *Africa: The Politics of Independence.*

MODERN EUROPEAN HISTORY — 4 hours — 10th or 11th grades. A survey of the political, social and economic developments within the various countries of Europe, their relationships with each other and the rest of the world from the 17th century to the present. Text: Brinton, Christopher and Wolff, *A History of Civilization* (Vol. 2). Collateral reading from Palmer and Colton, *A History of the Modern World;* Stearns (ed.) *Pageant of Europe;* Seaman, *From Vienna to Versailles;* Ausubel (ed.) *The Making of Modern Europe* (Vol. 2); and *Problems in European Civilization* pamphlets.

UNITED STATES HISTORY — 4 hours — 12th grade. A course planned to provide the student with significant facts about his country's history and to train him in organizing and interpreting them. It emphasizes constitutional and diplomatic history and relates social, economic and political developments in the United States to developments in other parts of the world. Texts: Blum, et al. *The National Experience;* Collateral reading from Bailey, *Diplomatic History of the American People;* Kelly and Harbison, *American Constitution;* Hofstadter, *American Political Tradition;* Harrington, *The Other America;* Woodward, *Strange Career of Jim Crow;* Meyers, *Jacksonian Persuasion;* Ward, *Andrew Jackson, Symbol for an Age;* and others.

UNITED STATES HISTORY (*Advanced Placement*) — 4 hours — 12th grade by permission of the department. This course covers the same ground as does the regular United States History course, but in more depth and with more time allowed for additional reading and writing papers. Text: Blum, et al., *The National Experience;* Readings from Davis and Woodman (ed.) *Conflict or Consensus in American History;* Bailey, *A Diplomatic History of the American People;* Kelly and Harbison, *The American Constitution;* Hofstadter, *The American Political Tradition;* Higham (ed.) *The Reconstruction of American History;* Goldman, *Rendezvous With Destiny; The Amherst Series — Problems in American Civilization.*

RUSSIAN HISTORY — 2 hours — 11th or 12th grade. A brief interpretive survey of Russian historical development from Peter the Great to Krushchev. It emphasizes the continuities in Russian history under the czars and under communist rule and treats Russia largely from the point of view of its emergence to comparative modernization in the last century. Text: Kochan, *The Making of Modern Russia.* Collateral reading from Sumner, *Peter the Great and the Emergence of Russia;* Thomson, *Catherine the Great and the Expansion of Russia;* Mosse, *Alexander II and the Modernization of Russia;* Hill, *Lenin and the Russian Revolution;* Lavrin, *Pushkin and Russian Literature;* Salvadori, *Rise of Modern Comunism;* Houghton (ed.), *Great Russian Plays and Short Stories.*

INTERNATIONAL RELATIONS — 2 hours — 11th or 12th grade. A survey of conditions in various parts of the world which create problems for American diplomacy and the methods by which the United States is attempting to meet these problems. It inevitably involves consideration of current events. The Foreign Policy Association *Great Decision* series serves as a core textbook. Readings from such books as Dean, *The Nature of the Non-Western World;* Heilbroner, *The Great Ascent;* Busia, *The Challenge of Africa;* Crankshaw, *The New Cold War*: *Moscow v. Pekin;* periodicals, newspapers.

SCIENCE

SCIENCE 1 — 4 hours — required for all 9th graders. This course is an introduction to some of the problems and techniques which are explored in more detail in Biology, Chemistry and Physics. The course is taught jointly by the Biology, Chemistry and Physics instructors. Texts: Mercer, *The Cell*: *Its Structure and Function;* Woodruff, *Terms, Tables and Skills for the Physical Sciences.*

BIOLOGY 1-A — 6 hours — primarily 10th grade. An introductory course in which the student studies both plants and animals with concentration upon the similarities of different living forms. Chemical and physical processes of living organisms are investigated to show adaptation to different ways of life. Both anatomy and physiology are studied in the laboratory. Text: Weisz, *Elements of Biology.*

BIOLOGY 1-B — 6 hours — primarily 11th and 12th grades. An introductory course at the college level. The subject matter is similar to that covered in Biology 1-A but it is explored in greater depth. More emphasis is placed upon individual research. Term papers are required. Text: Buffaloe and Throneberry, *Principles of Biology* (2nd Edition).

BIOLOGY 2 — 4 hours — 12th grade. A second level course for students who have had a previous year of biology. The purpose of the course is to broaden and deepen the student's understanding of the plant and animal kingdoms and to introduce him to some sophisticated laboratory work. Part of the year will be devoted to research in an area of the student's interest, and he will write a paper dealing with that work. Texts: *Foundations of Modern Biology Series;* McElroy, *Cell Physiology and Biochemistry;* Bold, *The Plant Kingdom;* Galston, *The Life of the Green Plant;* Hanson, *Animal Diversity;* Schmidt-Nielsen, *Animal Physiology.*

CHEMISTRY 1-A — 7 hours — 11th and 12th grades. The course emphasizes the development of the scientific attitude toward

solving chemistry problems through the chemical study approach developed by the National Science Foundation. Text: Chem. Study Group, *Chemistry, a Laboratory Approach.* A research paper is required of each student.

CHEMISTRY 1-B —7 hours — 12th grade. An introductory course in chemistry for those boys who have studied physics. Students continue the study of physical principles as they affect the chemical bond, the structure of matter, matter-energy relationships, periodicity, mole concepts and equilibrium. Text: *Chemical Bond Approach (CBA)* materials.

ADVANCED TOPICS IN CHEMISTRY — 2 hours — 12th grade by permission of the department. The Chem. Study material is completed. The Chemical Bond Approach material and/or other topics are considered at the choice of the student and the teacher.

PHYSICS — 7 hours — 11th and 12th grades. This course deals with the nature of matter from the modern point of view. It covers the Universe, Optics and Waves, Mechanics, Electricity and Atomic Physics. Text: Physical Science Study Committee, *Physics.* Students may undertake special laboratory projects.

ADVANCED TOPICS IN PHYSICS — 2 hours — 12th grade by permission of the department. In this course, P.S.S.C. *Physics* is completed and some of the more advanced topics from P.S.S.C. are explored at the choice of the student and the teacher.

CIRCUIT ANALYSIS — 4 hours — 10th, 11th and 12th grades by permission of the department. An opportunity to learn about elementary applied electricity is made doubly challenging when each student teaches some of this material to local public school fourth graders during an eight week period in the Winter Term. This is a laboratory oriented course with a minimum amount of homework. It does not cover the same concepts studied in the P.S.S.C. physics. An effort is made to unify all the sciences through physical, chemical and biological investigations.

Seniors who are taking Advanced Topics in Chemistry or Advanced Topics in Physics and who have the permission of the department may participate in a program called *INTEGRATED SCIENCE RESEARCH* to which 3 hours are devoted on Saturday mornings. No academic credit is given for this program. It is planned to develop manual dexterity in the use of shop equipment together with an approach to scientific research. Scientific problems are posed and then experiments are designed and carried out by the student in an effort to solve the problems.

OTHER COURSES

SPEECH —1 hour — Required for all seniors. The course is designed to train boys to think and to express themselves coherently and forcefully in front of an audience. Sometimes their talks are prepared; sometimes they are completely extemporaneous.

HISTORY OF WESTERN ART — 2 hours— Elective for juniors and seniors. The course involves (1) an introduction to visual esthetics based on the Metropolitan Museum Seminars, (2) color-slide lectures illustrating major works of painting, sculpture and architecture from prehistory to contemporary times, and (3) trips to the Boston Museum of Fine Arts, the Fogg Museum at Harvard, and significant shows at Boston galleries. Six critical or historical papers. Text: Newmeyer, *Enjoying Modern Art.* Readings in Janson, *History of Art,* and Gardner, *Art Through the Ages.*

HISTORY OF MUSIC — 2 hours — Elective for all boys. A survey of western music from the Renaissance to the present, placing emphasis on composers from 1800-1920. The student will be expected to spend a large percentage of his homework time listening to tape recordings in the Language Laboratory. A combination of hearing and studying the music will give the student a real understanding of the progress of music from its earliest times. Text: Machlis, *The Enjoyment of Music.*

MUSIC THEORY — 2 hours — Elective for all boys by permission of the Department. Basically a course in harmony, using the Bach chorales as models. The student will be expected to be able to write choral music in the Bach style, as well as to analyse simple instrumental pieces. A large portion of the course will deal with ear training, teaching the student to write on paper what he has heard, and in reverse, to sing what is written on the printed page. This course will be particularly valuable to those boys taking instrumental lessons and it is preferred that those boys taking the course will have some background in music. Text: Ottman, *Elementary Harmony.*

INSTRUMENTAL MUSIC — a half unit of academic credit may be earned by any boy who elects to take individual weekly lessons on a musical instrument, who practices four periods per week, and who participates in one of the Academy's instrumental groups.

WORK PROGRAM

All boys take part in the work program. Each one takes care of his own room and helps in cleaning his dormitory. Besides these regular jobs, a boy may be a member of the staff of the school store, the athletic stockroom, the library, or the postoffice. He should expect to be called upon to help in other ways when and where he is needed.

GUIDANCE AND COUNSELING

All masters expect to counsel boys and any master may advise a boy, depending upon the problem involved. The corridor master usually acts *in loco parentis* in everyday matters. The school chaplain provides guidance on spiritual problems and the Headmaster is sought by, and seeks out, boys on problems of all sorts. Academic guidance is the province of the Director of Studies, who handles college placement and is advisor to seniors. He is also chairman of a committee of experienced faculty members who act as academic advisors at each grade level.

STUDENT GOVERNMENT

The Academy strongly believes in the development of a sense of responsibility in all students. One of the ways of achieving this purpose is through the involvement of the largest number of boys in the activities of student government. Accordingly, all members of the senior class carry out important assignments as supervisors of the library, study hall, dormitories, and dining room under the leadership of three elected class officers who act as an executive committee. In addition, the class as a whole works closely with the Headmaster on matters of discipline and school morale.

Although not strictly part of student government, Red Key Honor Society membership carries with it real responsibility. Composed of 15 juniors, some elected by classmates and some appointed by the senior executive committee and the administration, the Red Key acts as host on the frequent occasions when visitors in any number are on campus. Members are expected to recruit and organize assistants if the occasion demands.

ATHLETICS

Governor Dummer has a vigorous athletic program in which all boys are required to take part under the coaching and supervision of the masters. Each boy is expected to contribute to the extent of his natural ability, and, to make this possible, a sufficient number of squads is provided in each sport to permit the boy to compete at his own level. Games with teams from other schools are arranged for virtually all squads. Although the various teams may compete with a wide variety of schools, the schools which they most often meet are indicated by the 1967 varsity football and soccer schedules set forth below.

Varsity Football

St. Sebastian's Country Day School
Moses Brown School
Browne and Nichols School
Milton Academy
Groton School
St. Mark's School
Belmont Hill School

Varsity Soccer

Phillips Academy, Andover
Noble and Greenough School
Browne and Nichols School
Brooks School
St. Paul's School
Milton Academy
Belmont High School
Tabor Academy
Medford High School
St. Mark's School
Middlesex School
Belmont Hill School

The fall sports are cross-country, football, and soccer. In the winter the boys may choose among bas-

ketball, hockey, track, and wrestling. Baseball, golf, lacrosse, softball, tennis, and track are the organized sports in the spring.

Recreational golf, tennis, skating, and skiing are available for spare time in season, and optional Sunday trips to the snow country in New Hampshire are organized under the supervision of a master. The Ould Newbury Golf Club maintains a good nine-hole course on land which is leased to the Club by the Academy. The arrangement provides that Governor Dummer boys who wish may enjoy the privileges of the course by paying to the Club an annual fee of $10.

Governor Dummer's athletic plant includes two gymnasiums; three football and lacrosse fields; four soccer fields; three baseball fields; a quarter-mile cinder track with a 220-yard straight-away, and appropriate run-ways and take-offs for field events; a hockey rink with artificial ice; six all-weather tennis courts; and access to the Ould Newbury golf course.

Any senior may substitute a project for athletics during any one term. The project may involve music, art, literature, research, or anything that seems constructive to the Headmaster, from whom permission must be obtained. All such projects are supervised by a faculty member recruited by the student and familiar with the field of endeavor in which the project is undertaken.

VACATIONS AND WEEK-END PERMISSIONS

In addition to the regular vacations at Christmas and in early spring, there is a Thanksgiving recess extending from the close of classes on Wednesday to Monday evening, and a "Winter Week-end" extending from the close of classes on Thursday to Sunday eve-

ning in mid-February. If a boy's scholastic effort is satisfactory, he may also secure a week-end permission at least once each term to go home, to visit relatives, or to visit another boy's family.

ACTIVITIES

Boys are encouraged to participate in extracurricular activities in the time not absorbed by their studies. The following are available:

Organizations

Art Club
Chess Club
Choir
Debating Club
Dramatic Club
Glee Club
Instrumental Groups
Machine Shop
Outing Club
Photography Club
Press Club
Religious Discussion Group

The Academy is glad to encourage new and perhaps informal organizations, such as popular music groups or a Stamp Club, if there is sufficient interest.

Publications

The Governor, the school newspaper
The Spire, the literary magazine
The Milestone, the year book

Dances

The school sponsors several dances during the year including the formal Spring Prom. The Glee Club has a schedule of joint concerts with girls' schools and a dance follows each of these concerts. Each year there are varying numbers of less formal dances called "Mixers" either at the Academy or at nearby girls' schools.

HEALTH

The school infirmary is regularly staffed by experienced registered nurses. The Anna Jaques Hospital in Newburyport, ten minutes away, is available in emergency cases. This hospital is recognized as a Grade A institution by the American College of Surgeons. The school physician is on call at all times and visits the infirmary daily when any boy needs attention.

All boys are instructed to report any sickness or accident to the nurses. It is our policy to call the school physician in all cases about which there is doubt in the nurses' minds. Care is taken to report to the parents all illnesses and accidents which are not trivial. In some cases we make the first report by telephone or telegraph.

GEOGRAPHICAL DISTRIBUTION

For the school year 1966-67, the Academy enrolled 265 boarding students from 31 states and 6 foreign countries as follows:

California	2	North Carolina	4
Colorado	2	Ohio	6
Connecticut	13	Pennsylvania	4
Florida	3	Rhode Island	2
Idaho	1	South Carolina	1
Illinois	3	Tennessee	1
Indiana	1	Texas	3
Kentucky	1	Utah	1
Louisiana	1	Virginia	2
Maine	22	Vermont	2
Maryland	2	West Virginia	3
Massachusetts	118	Wyoming	1
Michigan	2	Canada	1
Minnesota	1	England	1
Missouri	1	Hong Kong	2
Montana	1	Labrador	1
New Hampshire	15	Mexico	1
New Jersey	10	Venezuela	1
New York	29		

VISITS TO SCHOOL

Parents are welcome at Governor Dummer at any time, and especially for games, concerts, or Sunday chapel. On Saturday or Sunday when other appointments do not conflict, boys may obtain permission to leave the campus for a stated period of time with their parents or other adults and to miss either the mid-day or the evening meal. The school will use its discretion as to the number of such permissions granted each term.

COLLEGE PLACEMENT

The college placement record of the class of 1967 is as follows:

American University	2	Rollins	3
Amherst	1	Rutgers	1
Boston College	1	Stetson	1
Boston University	1	Texas Christian	1
Coast Guard Academy	1	Trinity	1
Cornell	2	Tufts	1
Dartmouth	1	Union	2
Dean Jr. College	1	U. of Arizona	2
Denison	1	U. of British Columbia	1
Drexel	1	U. of Chicago	1
Emory	1	U. of Denver	2
Ferris Institute	1	U. of Maine	1
Georgetown	1	U. of Massachusetts	1
Gettysburg	2	U. of Miami	1
Hamilton	2	U. of New Hampshire	1
Harvard	4	U. of North Carolina	1
Haverford	1	U. of Vermont	1
Hobart	1	U. of Virginia	1
Howard	1	Utica	2
Johns Hopkins	1	Vanderbilt	1
Lake Forest	1	Washington University	1
Menlo	1	Wesleyan	2
M. I. T.	1	Western Reserve	1
Middlebury	1	Williams	1
Norwich	2	Wooster	1
Occidental	1	Yale	3
Princeton	2		

EXPENSES

For a *boarding student* unavoidable charges are the following:

$3,000 per year payable in three installments (September 1, December 1, and February 1,) or through either the Insured Tuition Payment Plan, or the Insured Education Plan, details of which are available on request. This includes tuition, room, and board; expenses incurred *at the school infirmary* for outpatient treatment, residence and nursing care up to seven days per illness, ordinary medicine, and the services of the school physician; and dormitory room furnishings including bed linens (but not blankets).

$50-$75 per year for miscellaneous expenses including the cost of books and school supplies; athletic equipment not provided by the school (shoes, skates, hockey and lacrosse sticks and gloves, tennis rackets, golf clubs); and College Board examination fees for upper classmen.

For a *day student living in areas other than the Town of Newbury or the Parish of Byfield* unavoidable charges are the following:

$1,400 per year ($1,500 starting in 1968-1969) payable in three installments as above or through the Insured Tuition Payment Plan. This includes tuition and luncheons.

$50-$75 per year for miscellaneous expenses as above.

For a *day student living in the Town of Newbury*

or the Parish of Byfield unavoidable charges are the following:

$700 per year ($900 starting in 1968-69) payable in installments as above. This includes tuition and luncheons.

$50-$75 per year for miscellaneous expenses as above.

The school establishes its operating budget on the basis of the enrollment of all boys for the entire academic year. For this reason, in the case of a boy absent, withdrawn, or dismissed, no adjustment of tuition charges will be made except by vote of the Board of Trustees.

For both boarding and day students there are certain optional school expenses and personal expenses. These might include subscriptions to the student publications, the annual spring and fall dances, optional bus trips, the annual concert series, laundry and pressing clothes, $2 or $3 weekly allowance, and health insurance or actual medical expenses not covered in the tuition payment.

The school does not charge for weekly Saturday evening entertainment, nor for most lectures or concerts at the Academy. There are no laboratory, library, machine shop or photographic dark room charges. The athletic department provides uniforms and protective equipment for all boys young and old.

ADMISSION

Because of the limited number of places available for new boys each year, we cannot accept every applicant who meets the minimum scholastic requirements. Selection is based on character, seriousness of purpose, and upon scholastic record and promise. The Academy is interested in having qualified students from all sections of the country. No new students other than exchange students are admitted to the senior class.

Admission procedure for *boarding students* is normally the following:

1. *Preliminary Application.* A preliminary application card is enclosed. Parents who may wish to have their sons become candidates should fill out and return this card. Filing it insures that they will be notified at the proper time of further steps in the admissions procedure.

2. *Interview.* Unless distance or other circumstances make it impossible, we ask all candidates to visit the Academy for a personal interview.

   The Admissions Office is open from 9:00 A.M. to 5:00 P.M., Monday through Friday, throughout the year. During term time it is open from 9:00 A.M. to 12:00 noon on Saturdays, and on Saturday afternoon by request. During school vacations it is open on Saturdays by request only. It is not open on Sundays. Visitors are respectfully but urgently asked to make appointments in advance.

3. *Secondary School Admission Tests.* These tests, administered at centers throughout the world by the Educational Testing Service, are asked of all candidates. A Bulletin of Information describing the tests and containing an application for a ticket of admission to them will be mailed to all candidates for admission in the following September who have filed preliminary applications. It is strongly recommended that candidates take the tests in December, for there are usually few vacancies left for boys who take the tests in February or April.

4. *Final Application.* On or about December 1, the school will mail to each preliminary applicant a final application form with appropriate filing instructions. For boarding candidates there is no deadline for filing a final application. However, to allow time for records and recommendations to reach the file so that it may be read in the first group prior to February 1, we recommend that a final application be filed as soon as possible after it is received.

5. *Notification.* By agreement with other members of the Secondary School Admission Test Board no candidate for admission in September, 1968, will receive a formal acceptance prior to February 15, 1968, unless the candidate happens to attend an elementary school which is a member of the National Association of Independent Schools and has followed the early-acceptance procedure set up by that organization. Insofar as possible, all candidates whose files are complete by February 15 will be notified by letter bearing that date of the

Admissions Committee's decision on their applications. Others will be notified as their files are completed.

6. *Enrollment.* For each boy accepted in February, a place will be saved until March 15. Parents should notify the school by letter on, or as far as possible in advance of, that date if the boy will attend and is to be enrolled at Governor Dummer. The parents' letter must be accompanied by an enrollment deposit in the amount of $50. This sum is non-returnable, but it will be credited against the first tuition payment. Enrollment will be confirmed promptly by letter from the school.

   The amount of time during which places will be saved for boys, if any, accepted after February will be stated in the acceptance letters.

7. *Placement Tests.* In the absence of special circumstances, we ask all newly-enrolled boys to take tests in English and, where appropriate, in foreign languages to help us place them in proper courses and sections. We also ask that a questionnaire be filled out by the boy's mathematics teacher at his previous school. If the boy comes to us from a school at which he writes the May N.A.I.S. examinations, we will ask such school to forward the boy's papers to us and use them for placement purposes. If the boy does not write N.A.I.S. examinations, we ask him to take tests of our own devising in early May. These are administered at the school for boys who live within a reasonable distance. They are mailed to the parents of boys living at a greater distance and may be admin-

istered at home or elsewhere according to arrangements made by the parents.

Admission procedure for *day students* is the same as that for boarding students with the following exceptions.

1. Day student candidates must take Secondary School Admission Tests in December.

2. A final application must be filed by January 15 of the calendar year in which admission is proposed.

   Day students are accepted only if they live in the following areas: Newbury, Newburyport, West Newbury, Rowley, Salisbury, and that part of Georgetown within the Byfield Parish.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified boys. There is no set schedule of scholarships, the awards depending upon the strength of the boy's qualifications and his financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. Both boarding and day students may qualify for scholarship aid. Scholarship boys will be expected to, and other boys may, earn spending money by working for a few hours each week in the kitchen, store, or other facility.

CALENDAR FOR SCHOOL YEAR

1967-1968

Opening Day	Wednesday, September 13
Parents' Day	Saturday, October 21
Thanksgiving Vacation	Wednesday. November 22 Monday, November 27
Christmas Vacation	Friday, December 15 Tuesday, January 2
Winter Week-end	Thursday, February 15 Sunday, February 18
Spring Vacation	Wednesday, March 13 Monday, April 1
Commencement Exercises	Friday, May 31 Saturday, June 1

WEEK-DAY SCHEDULE

Breakfast	7:00 - 7:20 a. m.
Work period	7:35 - 7:50
Class periods (45 minutes each)	8:00 - 3:00
Luncheon for freshmen	11:30 a. m.
Luncheon for all others	12:20 p. m.
Athletics	3:30 - 5:30
Dinner	6:10
Study period	7:30 - 9:30
Lights out for freshmen	10:00
Lights out for sophomores	10:30
Lights out for juniors	11:00
Recommended lights out for seniors	11:00

ROSTER OF STUDENTS 1966-1967

SENIORS

Adolph, Keith L.	*North Canton, Ohio*
Alfond, William L.	*Waterville, Maine*
Barnes, Ross M., Jr.	*Highlands, New Jersey*
Barnes, William W.	*Taunton*
Bass, Robert M.	*Fort Worth, Texas*
Beach, Bennett H.	*Mount Kisco, New York*
Beatty, Edwin S.	*Winter Haven, Florida*
Block, Roger T.	*Fitchburg*
Bolles, Russell S.	*Ipswich*
Brayton, Richard M.	*Newmarket, New Hampshire*
Burchsted, Frederic F.	*Topsfield*
Burt, Winston S.	*Weston*
Butler, John W.	*Mount Desert, Maine*
Clark, Remington A., III	*Winchester*
Clarke, D. Guy	*Glamorganshire, South Wales*
Congdon, Donald H.	*Durham, New Hampshire*
Congdon, Phillip S.	*Fitchburg*
Crawford, Richard B.	*Hingham*
Creed, Andrew F.	*South Byfield*
Curtis, Douglas J.	*Sarasota, Florida*
Davidson, J. Barry, Jr.	*Skaneateles, New York*
Davis, Charles A.	*Burlington, Vermont*
Dix, Theodore H.	*College Station, Texas*
Dougherty, William A., III	*Columbus, Ohio*
Easton, John Y.	*West Newton*
Emmons, O. Scotten	*Grosse Pointe Farms, Michigan*
Erwin, Richard C., Jr.	*Winston-Salem, North Carolina*
Evans, Carter S.	*Darien, Connecticut*
Fink, Peter N.	*Carbondale, Illinois*
Finn, Philip T.	*New Castle, New Hampshire*
Follansbee, Harper, Jr.	*Andover*
Gay, Donald F., Jr.	*Cleveland, Ohio*
Gerard, Anthony R. H.	*Bernardsville, New Jersey*
Greenberg, Stanley F.	*Portland, Maine*
Haggerty, William M.	*Salisbury Beach*
Harris, Jeffrey R.	*Wayland*
Hemmerich, Paul A.	*Winchester*
Huard, Ray J.	*Waterville, Maine*
Jensen, Richard A.	*North Andover*
Leary, Kevin R.	*Rockport*
Lewis, David S.	*Groton*

Magrane, Ross W.	*Montclair, New Jersey*
Marsh, David R.	*Boxford*
Marsh, Robert E., Jr.	*Weston*
Meyers, Roy P.	*Lexington, Kentucky*
Miles, Michael V.	*Marblehead*
Miller, Lawrence E.	*New York, New York*
Millett, James E.	*Waterville, Maine*
Morgan, Daniel M.	*Shrewsbury*
Munro, Hugh, II	*Wellesley*
Murphy, Charles M., Jr.	*Old Lyme, Connecticut*
Nevius, James C.	*Red Bank, New Jersey*
Nichols, Andrew G.	*West Newbury*
Noel, Wayne M.	*Byfield*
Osgood, Peter B.	*Marblehead*
Pearce, A. Webster	*Princeton, New Jersey*
Perkins, Ralph H.	*Andover*
Poon, Wilfred	*Hong Kong, B. C. C.*
Pugh, H. Reid, II	*Charleston, West Virginia*
Purinton, Charles A.	*South Byfield*
Reid, Dwight H.	*Lakeville, Connecticut*
Rimmington, Andrew J.	*Victoria, British Columbia*
Rogers, Michael J.	*Milton*
Romero, Gene D.	*Attleboro*
Rothfeld, Alan F.	*Perry Point, Maryland*
Rumford, Lewis, III	*Baltimore, Maryland*
Schwarzer, Joseph K., II	*Cazenovia, New York*
Sisk, Gardner P.	*Marblehead*
Strater, Jonathan W.	*York Village, Maine*
Swift, George H., III	*Lake Forest, Illinois*
Taylor, Thomas G.	*Providence, Rhode Island*
Tucker, David N.	*Wellesley*
Westhafer, W. Ward	*South Byfield*
Wood, Jeffrey W.	*Old Town, Maine*

JUNIORS

Arjona, Aristides	*Corona, New York*
Babcock, Dana H., Jr.	*Clinton, New York*
Barbaro, Wayne A.	*Amesbury*
Barkin, Peter M.	*Manchester, New Hampshire*
Barrett, Leo L., III	*Newburyport*
Bell, James R. P., III	*Natick*
Benjamin, Bert L.	*San Francisco, California*
Bennett, Edwin J.	*Osterville*
Berntsen, Carl A., III	*Rye, New York*
Brady, Scott P.	*Franklin Lakes, New Jersey*

Brewster, Benjamin B., Jr.	*Plymouth*
Brooks, James F.	*Wayzata, Minnesota*
Brown, Albert H.	*Carbondale, Colorado*
Burns, Howard W., Jr.	*Marblehead*
Carpenter, John A., Jr.	*Lakewood, Ohio*
Cesarini, John G.	*Andover*
Covey, Paul A.	*Easton, Connecticut*
Cox, Steven B.	*Camden, Maine*
Degen, William M.	*Middletown, New York*
Emerson, John W.	*Roslyn Heights, New York*
Foster, Scott W.	*Lunenburg*
Francis, David W.	*Marion*
Gares, Paul A.	*London, England*
Griffin, Brian M.	*Newburyport*
Haas, Richard H., Jr.	*Nashua, New Hampshire*
Hayes, Donald R., Jr.	*Longmeadow*
Huban, Kevin M.	*Middlebury, Vermont*
Hulbert, W. Truxton	*Wayland*
Jacobs, R. Thomas, II	*Osterville*
Johnson, Charles B., Jr.	*Goose Bay, Labrador*
Johnson, Charles S., III	*Arlington, Virginia*
Kangis, Harry J., II	*Manchester, New Hampshire*
Keeney, S. Denison	*Somersville, Connecticut*
Levine, Harold G.	*Longmeadow*
Levings, Steven W.	*Wellesley Hills*
Leviss, Evan S.	*Fall River*
Look, Daniel C.	*West Tisbury*
Lord, Robert M.	*Falmouth, Maine*
Madden, William C., Jr.	*Osterville*
Martin, Robert T.	*Melrose*
May, M. Anthony	*New York, New York*
McGowan, David J.	*Waterville, Maine*
McIntire, F. Joseph, III	*Marblehead*
Mitchell, David S.	*Palo Alto, California*
Murphy, Stephen B.	*North Andover*
Murphy, Stephen M.	*South Byfield*
Nahil, Fred J., Jr.	*Haverhill*
Ogg, R. Danforth, Jr.	*East Boothbay, Maine*
Olmstead, John C.	*Stonington, Connecticut*
O'Reilly, Elliott H.	*St. Louis, Missouri*
Page, D. Christopher	*Caribou, Maine*
Parker, Stephen L.	*Wellesley Hills*
Parsons, Robert W.	*Barrington, Rhode Island*
Pierce, Thomas M.	*Houlton, Maine*
Pollak, Steven E.	*Cincinnati, Ohio*
Raymond, Ross N.	*Ipswich*

Robinson, E. Stephen	*Amesbury*
Rudolph, James L.	*Beverly*
Sargent, Thomas J.	*South Byfield*
Schaefer, V. Jonathan	*West Dennis*
Schiess, Richard C.	*Syracuse, New York*
Shay, James B., Jr.	*Barrington, Rhode Island*
Smith, C. Cameron	*South Swansea*
Smith, Jonathan H.	*Wellesley*
Smith, Nathaniel T.	*Wellesley*
Smith, Roger M.	*Worcester*
Sowles, John W.	*Falmouth, Maine*
Spang, Carl F., Jr.	*Wellesley*
Spofford, Daniel	*Boise, Idaho*
Stayman, John W.	*West Newton*
Stewart, Robert T.	*Far Hills, New Jersey*
Sullivan, C. Wilson	*Wilton, New Hampshire*
Tucker, Marc K.	*Newburyport*
Urann, Marcus M., III	*South Duxbury*
Veasey, Arthur H., III	*Haverhill*
Wallace, Peter B.	*Lunenburg*
Wannop, John W.	*Wianno*
Westcott, David B.	*Utica, New York*
White, Winsor D., III	*Boone, North Carolina*
Williams, Jonathan P.	*Wallingford, Connecticut*
Wong, Wilfred	*Hong Kong, B. C. C.*
Worthen, Joseph W. , 2nd	*Marblehead*

SOPHOMORES

Amsler, Robert H.	*Montclair, New Jersey*
Aprile, Anthony R.	*New York, New York*
Barker, Christopher C.	*Syracuse, New York*
Barnes, Swift C., III	*Newburyport*
Bayley, James C., Jr.	*Boston*
Bond, Victor M.	*Henderson, North Carolina*
Borneman, Peter A.	*Elkhart, Indiana*
Bradshaw, Douglas W.	*Newbury*
Clute, Peter C.	*Hingham*
Clyde, William S.	*South Hamilton*
Connelly, Johnston P., II	*Suffield, Connecticut*
Costello, Andrew G.	*Lowell*
Coughlin, Bruce S.	*Wellesley Hills*
Crosman, William B., III	*Skaneateles, New York*
Dana, John F.	*Cape Elizabeth, Maine*
Dayton, Daniel L., III	*Glen Head, New York*
Dorsey, Peter K.	*Beverly*
Durham, Wilson C.	*Casper, Wyoming*

Engesser, W. Robert	*Caracas, Venezuela*
Feuer, Jonathan T.	*Newton*
Follansbee, Nathan	*Andover*
Forbes, David W.	*Ipswich*
French, Richard H., Jr.	*Guadalajara, Jalisco, Mexico*
Galyean, Gary A.	*Charleston, West Virginia*
Gay, Alonzo A.	*Cleveland, Ohio*
Gordon, Jeffrey L.	*New York, New York*
Greenhalge, Frederic T.	*Goffstown, New Hampshire*
Handy, Stephen L.	*Hingham*
Hill, Jonathan B.	*Marblehead*
Holloway, Phelps, Jr.	*Chestnut Hill*
Hudson, Harold	*Memphis, Tennessee*
Johnson, Samuel C.	*Concord*
Lang, Frederick N.	*Salt Lake City, Utah*
Lattime, Edmund C.	*Newburyport*
Lee, Stephen M.	*West Hartford, Connecticut*
Lilly, Josiah K., IV	*West Falmouth*
Livermore, J. Tyler	*Newbury*
Lund, Mark H., Jr.	*Princeton, New Jersey*
Lyle, Frederick J.	*Buffalo, New York*
Macdonald, Douglas A.	*Danvers*
Mackowsky, Richard M.	*Chestnut Hill*
Mason, Frederick D., III	*Salem*
McClintic, William H.	*Ligonier, Pennsylvania*
McCoy, John M., Jr.	*Andover*
McDougall, David J.	*South Byfield*
McGuirk, Murray B.	*Hampton, New Hampshire*
Meehan, Carson N.	*South Byfield*
Miller, Conrad H.	*Andover*
Miller, Michael D.	*Andover*
Miner, Joshua L., IV	*Andover*
Mingledorff, Kurt A.	*Monroe, Louisiana*
Murphy, Edmond W.	*Bronxville, New York*
Myers, Peter A.	*Durham, New Hampshire*
Nelson, Jonathan M.	*Holliswood, New York*
O'Leary, John A.	*Framingham*
Osborn, Kevin R.	*Newbury*
Pates, John L.	*New York, New York*
Pfeiffer, Brian R.	*Newbury*
Sacks, Shelden N.	*Revere*
Sang, Frederick B., II	*Lockport, New York*
Satenstein, Elliot P.	*Newburyport*
Schultz, Arthur W., Jr.	*Barrington, Illinois*
Shay, Michael J.	*Barrington, Rhode Island*

Smith, E. Manson	*Bar Harbor, Maine*
Smith, Stuart M.	*Honeoye Falls, New York*
Stella, Paul D.	*Melrose*
Strider, William B.	*Waterville, Maine*
Sullivan, James L., Jr.	*Nashua, New Hampshire*
Sullivan, Luther G.	*Wilton, New Hampshire*
Tarlow, Andrew H.	*South Easton*
Tenney, Charles T., Jr.	*Newburgh, New York*
Terrie, Henry L., III	*Hanover, New Hampshire*
Terry, Michael H., Jr.	*Port Washington, New York*
Timken, John M., Jr.	*New London, Connecticut*
Webb, David C.	*Newbury*
Wellman, Gregory A.	*Johnsville, South Carolina*
White, E. Carlo	*Granby*
Whitehouse, William F., Jr.	*Palm Beach, Florida*
Whitten, Richard G.	*Auburn, Maine*
Worthen, Steven P.	*East Lynn*
Young, Bruce N.	*Amesbury*

FRESHMEN

Alles, James T.	*Duxbury*
Beit, Gregory A.	*Newbury*
Bergmann, David L.	*Manhasset, New York*
Blakney, Peter J., Jr.	*Upper Montclair, New Jersey*
Boose, Emery R.	*Georgetown*
Bradley, Joseph E., 3rd	*Wolfeboro, New Hampshire*
Brown, James F., IV	*Charleston, West Virginia*
Brown, Wendell W.	*Newbury*
Butler, Stephen D.	*Beverly*
Chappell, Frank H., IV	*Lubbock, Texas*
Chase, Bryan P.	*Norwell*
Chase, Francis F., III	*Norwell*
Christie, Roger	*Lincoln*
Davis, Stilman G., III	*Salem*
des Cognets, Louis, IV	*Williamstown*
Dill, George P., Jr.	*Portland, Maine*
Eaton, Henry B.	*Wellesley Hills*
Eshelman, Peter C.	*Lancaster, Pennsylvania*
Gove, Erik B.	*Seabrook, New Hampshire*
Hyde, Olcott	*Andover*
Imber, Jonathan B.	*Reading, Pennsylvania*
Jaffe, Robert L.	*Fall River*
Latham, Ronald B.	*Chelmsford*
Leonard, Thomas S.	*Manchester*
MacGregor, Mark C.	*Merrimac*

McPhail, Gregory N.	*Byfield*
Morse, Christopher E.	*Camden, Maine*
Murray, William H.	*Dedham*
Mutchler, Wayne C.	*South Byfield*
O'Leary, Michael P.	*Framingham*
Pasbrig, David C.	*Newbury*
Plante, William J.	*Newbury*
Sargent, L. Manlius, III	*Brunswick, Maine*
Smith, David R.	*Fairfield, Connecticut*
Smith, J. McNeill, III	*Greensboro, North Carolina*
Statler, Frederick R.	*Kalamazoo, Michigan*
Steinway, Robert C.	*New York, New York*
Stichnoth, John A., Jr.	*Lincolndale, New York*
Thompson, Mark F.	*Billings, Montana*
Tobey, William B.	*Ridgewood, New Jersey*
Waugh, Stephen A.	*Southport, Connecticut*
Wheeler, Peter T.	*Weston*
Whitney, J. Randall, III	*Concord*
Williams, Hugh D.	*Waldoboro, Maine*
Wright, Paul G.	*Groton*
Wyle, Christopher C.	*Cos Cob, Connecticut*
Young, Lawrence H.	*Augusta, Maine*

TRAVEL DIRECTIONS

The Academy is readily accessible by automobile. U. S. Route No. 1 passes directly by the campus about 35 miles north of Boston and four miles south of Newburyport. The campus is two and a half miles east of the Central Street-Byfield interchange if Interstate U. S. Route 95 is used. Governor Dummer is a flag stop on a Greyhound bus route between Boston and Portland, Maine. Logan International Airport at Boston is the nearest airport handling commercial airplanes. Private planes may most conveniently land at Beverly Airport, Beverly, or Lawrence Airport in Lawrence.

TELEPHONE NUMBER

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is Area Code 617-462-6643.

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